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ABSTRACT

This paper addresses the need for the modification of educational objectives and instructional methodology with a view toward responding to an uncertain future. Career guidance must find ways to assist individuals in the process of self-development and self-actualization. An effective career guidance program calls upon the school counselor to provide leadership in integrating the efforts of others into a comprehensive and identifiable structure to facilitate career development. This paper briefly discusses some key concepts underlying career guidance, and presents a model based on the premise that education enriches life by maximizing individual effectiveness. (Author/CKJ)

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WISCONSIN CAREER EDUCATION PLANNING MODEL

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Background

The work-success ethic and social status derived from work are essential ingredients in the social organization and stability of current American society. The stabilizing influence of work in America can be seen in the similarity between status rankings of occupations in 1910 and 1970. Social worth and, for most people, material worth are largely derived from their occupations. Work traditionally has served to organize as well as to stabilize the American society. Changes in the American way of life are reflected in alterations in both the nature and the meaning of work.

Before considering some changing meanings of work which may emerge in the last quarter of the twentieth century, it would be well to pose a definition of work. Work has been described by Neff (1968) as ". . . a distinctive area of behavior which is an instrumental activity (purposeful), as part of a planned alteration of physical environment." Work is socially significant insofar as the planned alteration of the environment is for self-preservation.

Work is a complex activity. A worker must both perform satisfactorily and, in turn, receive satisfaction through work activities, interpersonal relations with supervisors and co-workers, and pay increases and promotions.

A number of developments will affect our way of life and, hence, the meaning of work during the remainder of this century. The American society will probably continue to experience a conflict between traditional and emerging values. The particular values in this struggle are listed below.

Traditional		Emerging
Achievement	vs.	Self-realization/Actualization
Self-control	vs.	Self-expression
Independence	vs.	Interdependence
Full-employment	vs.	Full lives

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Recently the balance has been shifting slightly toward the emerging, more humanistic values, which stress the importance of individual development. For example, interpersonal relations at work have become as important as the possession of job skills.

The outcome of this value struggle will be influenced by factors such as

1. population growth,
2. age structure of the population,
3. growth in the demand for leisure,
4. world political challenges and the response of the United States, and
5. a finite source of natural resources.

Population growth in the United States has slowed considerably during the last decade. Decision-making power in the Seventies will lie with those between the ages of 35 and 60 although most of the population will be under 25 and over 65.

There should be continued growth in the demand for leisure and the opportunity to attain "identity" and satisfaction from non-paid work. Urban problems and wanton consumption of natural resources will have to be stemmed.

It is likely that the United States will continue to play a dominant role in the world. Most probably this role will be based as much upon exporting services, knowledge, and ideas as upon manufactured and agricultural goods.

Education in the Seventies and Eighties

How do educators help people prepare for an uncertain future? What will be considered basic education and how will education become an integral part of people's lives?

Educational objectives and instructional methodology must be modified. The educational objectives for the next twenty-five years should be consistent with the values of self-realization, self-expression, interdependence, and leading full lives. These value-objectives can be achieved only by maximizing individual strengths and individual responsibility.

Teachers will need to become human relations experts. Administrators should help insure that the school provides an "environmental context" conducive to achieving the behaviors which are consistent with the emerging values. Counselors should be intermediaries among key people in and out of school who affect the lives of pupils.

Career Guidance

Career guidance in the Seventies and Eighties must both contribute to the emerging emphasis on self-development through education and also provide leadership in finding ways to assist individuals in the process of achieving harmonious relationships with their rapidly changing physical and social environments. The future well-being of both individuals and society requires that these functions be afforded a conspicuous role in the total educational process. These functions must assume importance beyond being mere by-products of instruction.

In redefining the role of career guidance, we must take into account the complexity of the career development process in a swiftly-changing world. Children, through differential life experiences and unique reinforcement histories, continue to develop unique patterns of preferences, values, capabilities, and coping mechanisms. Constantly evolving networks of social institutions and economic organizations present changing opportunities for implementing career decisions. An important function of education will be to bring the individual and organizations into a dynamic relationship which is psychologically, sociologically and economically satisfying.

The multi-potentiality of individuals and the overwhelming array of career alternatives available precludes the notion that career development is the exclusive domain of any one institution, agency, or professional group or that intervention in the process can be confined to discrete choice points. Throughout life one receives vocationally relevant inputs from a variety of sources. A deliberate and systematic approach to career education and career guidance will mobilize all possible input sources and provide for a continuous and coordinated program of interventions by appropriate individuals at all stages of development.

Although an effective career guidance program requires the participation of all members of the system as well as parents and community members, the school counselor is in a strategic position to provide leadership and the coordinating functions needed to integrate the disparate, peripheral, and often fragmented efforts of others into a comprehensive, unified, and identifiable structure to facilitate career development. The counselor's traditional responsibility for vocational guidance affords credibility in expanding into the more encompassing aspects of career development. Most counselors have developed effective working relationships with other professionals in the system, the parents of students, and community representatives, all of which can be advantageous in implementing a systematic career guidance program.

The counselor who chooses to respond to the need for redefining the role of career guidance to meet the career development needs of contemporary

youth must engage in a concerted effort to prepare self and others for this educational function. In doing so counselors are faced with four basic tasks.

1. Examining their own attitudes, understanding, and values concerning the relationship of the individual to the world of work in modern society.

2. Developing an understanding of the principles of career development as derived from theory and research in vocational development and occupational psychology.

3. Designing or adopting comprehensive career guidance programs appropriate to each level of pupil development and consistent with the principles of both career development and the needs and resources of the local educational system.

4. Designing or adopting strategies to implement the comprehensive career development concept as a viable function in the schools, involving significant school personnel, parents, and the broader community.

The Counselor's Values

Counselors' needs, capabilities and interests have been instrumental in their own development. Indeed, the nature and the quality of the career guidance program may well be largely a function of the counselor's self-structure. Thus, it would appear critical that counselors have an understanding of how the attitudes, values, biases and stereotypes that they have developed affect the manner in which they approach the career guidance needs of others. Self-assessment by the counselor would include an examination of attitudes and values in relation to the desirability of the work-success ethic in modern society, the differential value and prestige attached to various forms of work and leisure, the importance of various kinds and levels of education and training, and the status of women and minorities in education and work.

Understanding Principles of Career Development

The practice of career guidance must rest on a sound theoretical and conceptual base. Years of investigation into the career development process by a variety of individuals representing a number of disciplines

and approaches have culminated in the formulation of a set of principles which can provide the foundation for a workable program of career guidance. Hansen (1970), in reviewing the theory and research undergirding career guidance, recognized five key concepts which seem to recur throughout the literature:

1. Career development is a continuous, developmental process, a sequence of choices which form a pattern throughout one's lifetime and which represent one's self-concept.

2. Personal meanings or psychological determinants of work (what it means in the life of an individual in relation to one's values and life style) may be far more important than external job characteristics.

3. Career development involves a synthesis or compromise, a reality testing which involves role identification, role taking, and role exploration, assessment of self and of opportunities and of the economic conditions in society.

4. Career patterns of individuals may be influenced by intelligence, sex, location, socioeconomic level, economic conditions, and the changing conditions in society.

5. Career development is part of human self development, involving different developmental tasks at various life stages, and individuals vary in their readiness for such tasks.

Designing Career Guidance Program

If career guidance of the future is to be more than the peripheral, one-shot, hit-or-miss affair that it frequently has been in the past, consideration must be given to implementing planned career development experiences within and outside the general educational curriculum. The designing of integrated, cross-disciplinary guidance strategies for all grade levels and stages of vocational maturity depends to a large extent on identifying workable models of the career development process. Such a model can provide direction for establishing both specific objectives to be attained at each stage of development and suggest a delivery system through which strategies to meet those objectives can be implemented. Several such models have been suggested (Gysbers, 1969; Katz, 1966; Wisconsin Department of Public Instruction, 1971 and Winefordner, 1968).

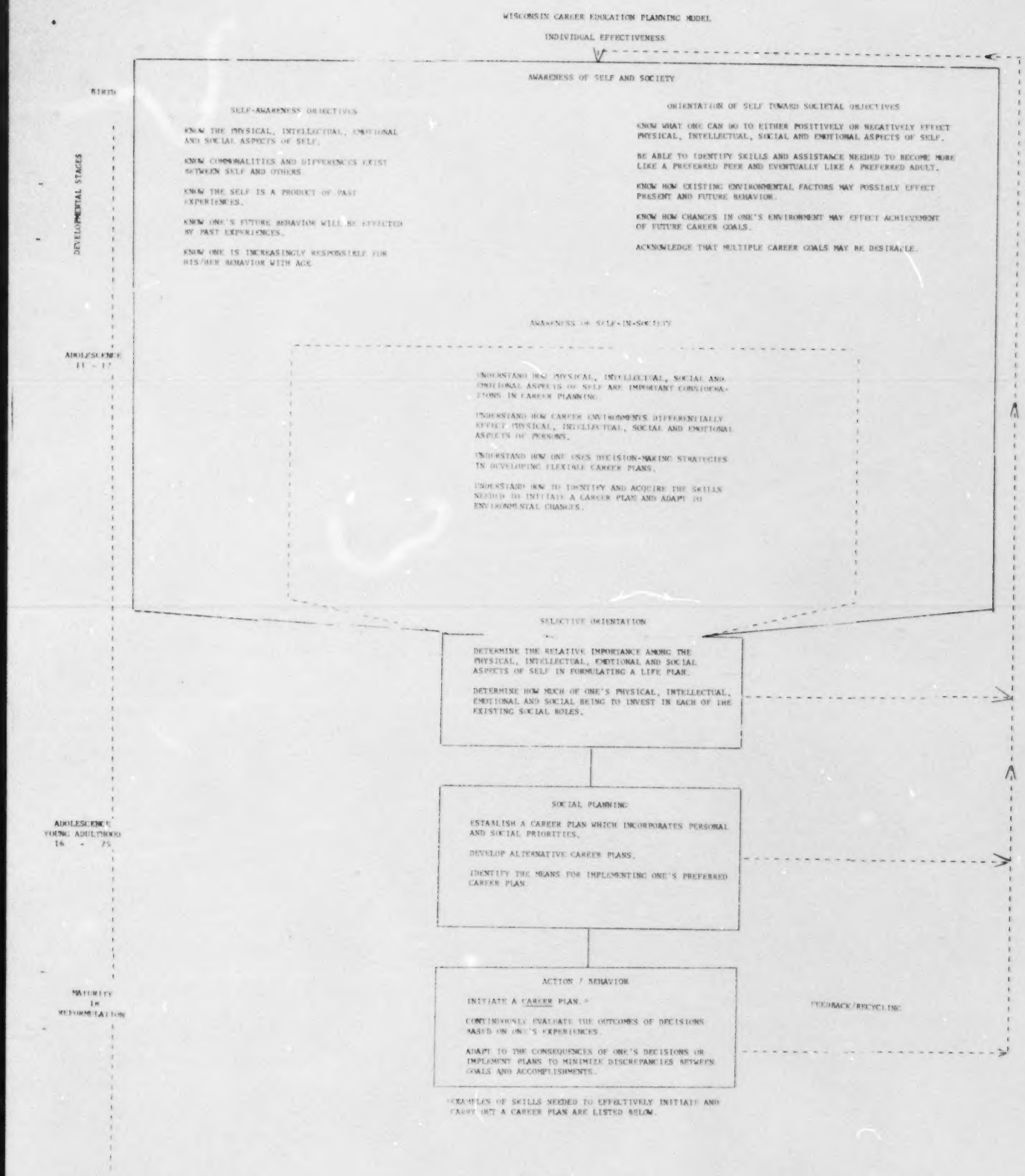
The model which follows was developed by the authors as a means of conceptualizing the key components of the career development process from the perspective of the developing individual. It represents a set of dimensions from which more specific objectives can be defined.

CAREER PLANNING MODEL

Career-relevant information impinges upon an individual from a number of sources, both incidentally and systematically. Such information consists of continuous inputs ranging from daily contact with significant others to scattered inputs from persons and situations channeled through a variety of media. Individuals selectively respond to inputs on the basis of past experiences, cognitive abilities and the idiosyncratic manner by which one encodes and utilizes information. The nature and usefulness of these inputs varies considerably. As Roeber (1966) points out, "All contacts with people, things, and ideas (or lack of same) have potentialities for influencing career development."

Thus, career development depends upon all encoded inputs whether or not these inputs receive specific attention by educators and significant others. Significant omission of critical aspects of the career education process may occur unless systematic intervention is a planned practice. One function of a career education program is to identify developmental objectives which specify both important inputs and input-processing, relevant to career development. Evaluation and feedback requires both external and internal (student's perception) inputs.

The Career Planning Model is structured upon the premise that education enriches people's lives by maximizing the likelihood of individual effectiveness. Andrews and Withey (1976), after conducting four national surveys including about 5000 men and women from all walks of life, have concluded that people's sense of well-being has a lot to do with their feelings about specific aspects of life which concern them. These aspects of life cluster first around the Self. Other aspects then fan out to social roles progressively more remote from self: family membership and friendships, then work and community and, finally, local and national governments. A career development program can be directed toward the specific social role of work but it must be channeled through self and family and will have implications for one's behavior in the community. Objectives presented in the Wisconsin Career Planning Model are considered essential in developing self and social awareness aspects of career development. The role of family member, student, and citizen can be substituted for career in most of the objectives in the model. If all social roles are included, the objectives in the model describe the elements considered essential in the development of an effective citizen.


WISCONSIN CAREER EDUCATION PLANNING MODEL
INDIVIDUAL EFFECTIVENESS
AWARENESS OF SELF AND SOCIETY
BIRTH
DEVELOPMENTAL STAGES
SELF-AWARENESS OBJECTIVES
KNOW THE PHYSICAL, INTELLECTUAL, EMOTIONAL AND SOCIAL ASPECTS OF SELF.
KNOW COMMONALITIES AND DIFFERENCES EXIST BETWEEN SELF AND OTHERS.
KNOW THE SELF IS A PRODUCT OF PAST EXPERIENCES.
KNOW ONE'S FUTURE BEHAVIOR WILL BE EFFECTED BY PAST EXPERIENCES.
KNOW ONE IS INCREASINGLY RESPONSIBLE FOR HIS/HER BEHAVIOR WITH AGE.
ORIENTATION OF SELF TOWARD SOCIETAL OBJECTIVES
KNOW WHAT ONE CAN DO TO EITHER POSITIVELY OR NEGATIVELY EFFECT PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL ASPECTS OF SELF.
BE ABLE TO IDENTIFY SKILLS AND ASSISTANCE NEEDED TO BECOME MORE LIKE A PREFERRED PEER AND EVENTUALLY LIKE A PREFERRED ADULT.
KNOW HOW EXISTING ENVIRONMENTAL FACTORS MAY POSSIBLY EFFECT PRESENT AND FUTURE BEHAVIOR.
KNOW HOW CHANGES IN ONE'S ENVIRONMENT MAY EFFECT ACHIEVEMENT OF FUTURE CAREER GOALS.
ACKNOWLEDGE THAT MULTIPLE CAREER GOALS MAY BE DESIRABLE.
AWARENESS OF SELF-IN-SOCIETY
ADOLESCENCE 11 - 17
UNDERSTAND HOW PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL ASPECTS OF SELF ARE IMPORTANT CONSIDERATIONS IN CAREER PLANNING.
UNDERSTAND HOW CAREER ENVIRONMENTS DIFFERENTIALLY EFFECT PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL ASPECTS OF PERSONS.
UNDERSTAND HOW ONE USES DECISION-MAKING STRATEGIES IN DEVELOPING FLEXIBLE CAREER PLANS.
UNDERSTAND HOW TO IDENTIFY AND ACQUIRE THE SKILLS NEEDED TO INITIATE A CAREER PLAN AND ADAPT TO ENVIRONMENTAL CHANGES.
SELECTIVE ORIENTATION
DETERMINE THE RELATIVE IMPORTANCE AMONG THE PHYSICAL, INTELLECTUAL, EMOTIONAL AND SOCIAL ASPECTS OF SELF IN FORMULATING A LIFE PLAN.
DETERMINE HOW MUCH OF ONE'S PHYSICAL, INTELLECTUAL, EMOTIONAL AND SOCIAL BEING TO INVEST IN EACH OF THE EXISTING SOCIAL ROLES.
ADOLESCENCE/ YOUNG ADULTHOOD 16 - 25
SOCIAL PLANNING
ESTABLISH A CAREER PLAN WHICH INCORPORATES PERSONAL AND SOCIAL PRIORITIES.
DEVELOP ALTERNATIVE CAREER PLANS.
IDENTIFY THE MEANS FOR IMPLEMENTING ONE'S PREFERRED CAREER PLAN.
ACTION / BEHAVIOR
INITIATE A CAREER PLAN.*
CONTINUOUSLY EVALUATE THE OUTCOMES OF DECISIONS BASED ON ONE'S EXPERIENCES.
ADAPT TO THE CONSEQUENCES OF ONE'S DECISIONS OR IMPLEMENT PLANS TO MINIMIZE DISCREPANCIES BETWEEN GOALS AND ACCOMPLISHMENTS.
FEEDBACK/RECYCLING
MATURITY IN REFORMULATION
*EXAMPLES OF SKILLS NEEDED TO EFFECTIVELY INITIATE AND CARRY OUT A CAREER PLAN ARE LISTED BELOW.

The objectives are grouped into five phases comprising and defining Individual Effectiveness. The five phases progressively build upon each other and are considered interdependent and interactive. The objectives encompass competencies necessary in career development but need not be considered all inclusive. Additional objectives can/should be written for particular populations (e.g., rural, minorities, etc.). The objectives within each phase are presented in Diagram 1. The five phases are defined as:

I. AWARENESS OF SELF AND SOCIETY

A. INDIVIDUAL AWARENESS objectives stress knowing and being aware of aspects of self which are considered important for personal effectiveness.

B. INDIVIDUAL ORIENTATION/ATTITUDES are enduring, learned predispositions to behave in a consistent way. The objectives specify attitudinal dimensions considered important for personal effectiveness.

Self awareness and attitudes begin forming even prior to language formation and continue forming and developing throughout life. The objectives in this phase provide the sustaining force underlying and flowing through the other four phases. Therefore, almost from birth, accomplishing these objectives can help an individual become competent while failure to accomplish these objectives may reduce the likelihood of the person becoming an effective citizen. The extent to which these objectives are not achieved is the extent to which they will need to be re-examined, redeveloped and further developed in later life situations.

II. AWARENESS OF SELF-IN-SOCIETY

These objectives stress understanding how to relate what is known about self and society to career planning.

To achieve the objectives contained in this phase and the last three phases the individual must be able to cognitively perceive abstractions. Developmentally this approximates Piaget's formal relation stage which begins approximately at age 12. The age continuum depicted on the left of the diagram indicates the earliest normative developmental age that the competencies in Phase II can be achieved. Some individuals may develop the necessary abstraction abilities earlier and others later.

III. INDIVIDUAL SELECTION ORIENTATION/VALUING

During this phase, worth is ascribed to particular aspects of self and society.

As the individual develops the competencies in the first two phases, he/she begins to develop priorities related to both personal characteristics and social roles. The process of establishing priorities incorporates the development of a useful hierarchy of values which form a preferred life style. Planning one's future can occur only after the individual is aware of self-in-future.

IV. SOCIAL PLANNING

The objectives in this phase represent the integration of self awareness and social awareness in career planning.

Choosing a plan for implementing one's career goal is a value judgment made after considering the range of alternatives, the likelihood of achieving the various alternatives.

V. ACTION/BEHAVIOR

Objectives in this phase represent the carrying out of the learning and planning which has taken place in the first four phases.

The first objective, initiating a career plan, would include several specific behaviors some examples of which are offered following presentation of the model. The remaining objectives are evaluation and feedback objectives. It is important to note that an individual can/may have to repeat any one or all of the phases more than once as personal, economic and social conditions change.

Examples of skills needed to initiate and carry out the occupational aspects of a career plan include the following:

Performing the skills necessary to engage in a satisfying occupation.

Applying job-seeking skills (e.g., locating positions, resumé preparation, application letter and job interviews).

Understanding the role of business, industry, organized labor and government and their effect upon the conditions and compensations of employment.

Identifying mental and physical health hazards and benefits associated with one's preferred occupation.

Using safe working procedures.

Establishing effective interpersonal relations with co-workers, superiors and subordinates.

Using appropriate criteria for evaluating one's job performance.

Examples of skills needed to carry out broader aspects of a career plan would include the following:

Making continuous and contiguous educational and vocational designs.

Committing oneself to undertaking and persevering in personal and environmental exploration.

Acquiring an accurate and current understanding of one's needs, interests and abilities.

Restructuring the environment to help oneself engage in desirable behaviors.

It is also important to note that, while the model has specific objectives considered essential for implementing a futuristic career plan, the objectives in the phases may also relate to current behavior. That is, the social roles of student, family and peer member rest equally well upon these objectives. Most existing learning activities in school can be related to these objectives. There may not be a need to add career education activities to the curriculum but rather to better organize existing practices and learnings into a consistent whole which incorporates the objectives in the Career Planning Model.

As was pointed out in the introduction to the model, the objectives encompass competencies necessary for career development but can be made more specific. Following are examples of how the objectives in the Awareness of Self and Society and in the Awareness of Self-in-Society phases might be specified.

AWARENESS OF SELF AND SOCIETY

SELF-AWARENESS OBJECTIVES

1. KNOW THE PHYSICAL, INTELLECTUAL, EMOTIONAL AND SOCIAL ASPECTS OF SELF

   Physical: Height, weight, general health, body image. Can be obtained from school health records and self-description and assessment.

   Intellectual: Academic performance, standardized test performance, academic self-concept. Can be obtained from teacher grades, standardized test scores, self-concept of ability measure. Non-school achievements, awards and recognitions such as scouting, sports, 4-H, hobbies.

   Emotional: Situations/circumstances that make the individual happy-sad, assertive-passive, proud-ashamed. Can be obtained from teacher observations, parent observations, peer observations and self report.

   Social: Teacher-pupil relations, pupil-pupil relations and pupil-family relations. All can be obtained from teacher rating form, peer rating form (classroom socio-metric measure), parent rating form, pupil rating form, pupil report of the three (teacher, peer and family) relationships.

2. KNOW COMMONALITIES AND DIFFERENCES EXIST BETWEEN SELF AND OTHERS.

   Be able to identify how family members, peers and teachers are most like and least like oneself physically, intellectually, emotionally and socially.

3. KNOW THE SELF IS A PRODUCT OF PAST EXPERIENCES.

   Pupil explanation of how his/her physique and health are a function of genetics, nutrition and hygiene. Pupil traces history of academic performance, family, peer and teacher relations and the circumstances/situations where the individual has been happy-sad, assertive-passive, and proud-ashamed.

4. KNOW ONE'S FUTURE BEHAVIOR WILL BE AFFECTED BY PAST EXPERIENCES.

   Have the pupil extrapolate the explanations previously made into

future family, peer and teacher relations and behavior. (Would be well to avoid projecting to jobs or job titles as it is more important to consider how individually and collectively the physical, intellectual, emotional and social can either restrict or enhance future aspirations--the kind of person one wishes to become rather than the kind of student or worker. Might want to introduce aspiration measure about here also.)

5. KNOW ONE IS INCREASINGLY RESPONSIBLE FOR HIS/HER BEHAVIOR WITH AGE.

   Develop a privilege/freedom/responsibility chart that allows the pupil to indicate preschool, grade 2, grade 4 and possibly at three-year age periods to 25 what new responsibilities they will get or have gotten in such areas as geographical mobility (from staying in the yard to traveling through the world), managing one's time, spending money, selecting clothes, choosing friends, foods one eats, etc. The pupil should indicate the price he/she will have to pay in terms of responsibility for earning money, checking when he/she crosses the street, telling time, etc.

ORIENTATION OF SELF TOWARD SOCIETY OBJECTIVES

1. KNOW WHAT ONE CAN DO TO EITHER POSITIVELY OR NEGATIVELY AFFECT PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL ASPECTS OF SELF.

   Physical: Nutrition, rest, exercise, chemical abuses.

   Intellectual: Study habits, goal-directed behavior, time management.

   Emotional: Identify circumstances which produce different emotional responses (happy-sad, assertive-withdrawing, proud-ashamed) and determine how one can best influence the circumstances and concomitant feelings to achieve a desired state of being.

   Social: Identify characteristics of desired and undesirable family, peer, teacher relations and determine how one can best achieve desired relationships.

2. BE ABLE TO IDENTIFY SKILLS AND ASSISTANCE NEEDED TO BECOME MORE LIKE A PREFERRED PEER AND EVENTUALLY LIKE A PREFERRED ADULT.

3. KNOW HOW EXISTING ENVIRONMENTAL FACTORS (FAMILY, SCHOOL, SOCIETY, CLIMATE, NATURAL RESOURCES, ETC.) MAY POSSIBLY AFFECT PRESENT AND FUTURE BEHAVIOR.

Requires that the individual know the major environmental factors and have a basis for determining/estimating their effect on present and future endeavors.

4. KNOW HOW CHANGES IN ONE'S ENVIRONMENT MAY AFFECT ACHIEVEMENT OF FUTURE CAREER GOALS.

   Requires the individual to estimate/anticipate changes in major environmental factors and estimate the effect of these changes on future behavior.

5. ACKNOWLEDGE THAT MULTIPLE CAREER GOALS MAY BE DESIRABLE.

   Based on understanding a changing self and a changing environment, the individual should accept the need to remain open and flexible in considering alternative life styles.

AWARENESS OF SELF-IN-SOCIETY

SELF-IN-SOCIETY OBJECTIVES

1. UNDERSTAND HOW ONE'S PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL ASPECTS OF SELF ARE IMPORTANT CONSIDERATIONS IN CAREER PLANNING.

   Would include:

   Katz's differential definition of work (involvement).
   Lohdahl's measure of job involvement.
   Occupational aspiration level (Miller and Haller).
   Job satisfactoriness (Lofquist et al. at Minnesota).
   Anticipated job satisfaction (Rulin and Smith's instrument put in the future tense).
   On-the-job duties taken from the DOT.

2. UNDERSTAND HOW CAREER ENVIRONMENTS DIFFERENTIALLY AFFECT PHYSICAL, INTELLECTUAL, SOCIAL AND EMOTIONAL ASPECTS OF PERSONS.

   Psychologically: Stress, responsibility, etc. (Taken from the temperament scale in the DOT).
   Physical requirements from the DOT.
   Occupational safety and health.
   Social role conflicts and compatability.

3. UNDERSTAND HOW ONE USES DECISION-MAKING STRATEGIES IN DEVELOPING FLEXIBLE CAREER PLANS.

   (Several commercial ones that can be used for teaching and evaluation.)

4. UNDERSTAND HOW TO IDENTIFY AND ACQUIRE THE SKILLS NEEDED TO INITIATE A CAREER PLAN AND ADAPT TO ENVIRONMENTAL CHANGES.

(Use of resources in determining how to meet entry requirements, obtain a job and maintain a job, serial career concepts-retraining.) Would include information, placement, job satisfactoriness.

The objectives in the last three phases build on the learnings in the first two phases. A number of examples of how the Selective Orientation, Social Planning and Action/Behavior phases can be specified already exist in career development literature and resources.

DEVELOPING A SYSTEMATIC CAREER EDUCATION PROGRAM

Achievement of the career education objectives in the model can best be guaranteed when relevant career inputs are identified and when certain learning principles are followed.

Major Categories of External Career-relevant Inputs:

External career-relevant inputs are received incidentally or systematically from:

The family - parents, siblings, grandparents, aunts, uncles.

The school - teachers, counselors, administrators, social workers, librarians, coaches, paraprofessionals.

The community - broadly defined essentially includes all other sources of input, e.g., workers of all types, youth group leaders, religious educators, and books and TV, etc.

External career-relevant inputs include information listed under the following categories:

1. Educational institutions - functions of education; relationship of education to society structure and purpose of the elementary and secondary curricula; opportunities for post-high school and continuing education.

2. The world of work - e.g., function of work in society; the general occupational structure; characteristics of families of occupations and specific occupations; entry requirements.

3. Social roles - the relationship of the world of work to a variety of social roles, e.g., family membership, citizenship, etc.

4. Leisure

Learning Principles

The development of an effective career education program should be based upon sound learning principles. With this in mind, a brief review of these principles is appropriate.

There are two basic learning modes described by Coleman et al.: formal or information-processing and experiential or first-hand involvement.

A. Formal learning or information-processing occurs through a series of steps (Coleman et al., 1973, p. 3):

1. Reception of information.
2. Understanding the general principle.
3. Particularizing--seeing how a general principle applies in a particular instance.
4. Action--applying the general principle to particular circumstances.

At point four, learning has actually taken place. There are at least three major limitations to this formal method of learning: (1) the process depends almost exclusively on the symbolic medium of language, (2) a minimal degree of reasoning ability is needed to manipulate the concepts and principles through steps two and three (understanding and particularizing), and (3) formal learning depends on extrinsic motivation because there is no incentive for learning until the connection between information and action becomes clear--a connection which may not be made until the third step in the sequence. In view of this third limitation, a person may not be willing to invest the energy or attention required to proceed through these steps of formal learning. Thus effective, extrinsic motivation requires considerable counselor/teacher effort in developing a meaningful program including reinforcement for each learner. Most adolescents and adults have developed symbolic skills necessary for formal learning. However, if an individual's symbolic skills are only partially developed or are defective, he/she will have difficulty in learning through a formal process.

B. Experiential learning proceeds in almost the reverse sequence. It can be more time consuming because actions must be repeated often enough to produce a generalization from experience. Like abstract learning, experiential learning takes place in a four-step process.

1. Behavior: acting and seeing the consequences of this behavior.
2. Particularizing: understanding the consequences of

behavior in a particular instance and, thus, knowing how to act to obtain one's goal in that particular circumstance.

3. Generalizing: sensing the circumstances in which a particular behavior will produce a desired consequence. This does not imply the ability to express the principle in words.
4. Acting in a new circumstance: the final step suggests the learner can anticipate the effect of his/her action in a new situation based upon learning which occurred in steps two and three. (Coleman et al., 1973)

In contrast to formal learning, a major advantage of experiential learning is that motivation becomes intrinsic (and, thus, learner controlled) because the behavior (Action) occurs at the beginning of the learning experience rather than at the end. Without formal learning, however, each generation would, in effect, have to rediscover the wheel and the quality of life would remain relatively stagnant.

The following diagram indicates that, given limited reasoning ability of the learner, which is represented by the left portion of the diagram, teachers and significant others will be responsible for providing appropriate career education learning experiences. Moving to the right, as the learner's reasoning ability develops he/she can assume increased responsibility for acquiring appropriate career education experiences and skills through both formal and experiential learning modes. Finally, as indicated in the background of the diagram, experiential learning is important throughout the learning process. While formal learning becomes more readily applicable to the individual as reasoning/conceptualization abilities increase, there should be a blending and combining of experiential and formal learning processes to effect and insure intrinsic motivation on the part of the learner.

Lastly, achievement of career planning objectives can be substantially enhanced if the following principles are kept in mind.

1. Synergy: The principle of synergy suggests that learning takes place most forcefully when a number of inputs from different sources converge on the learner. Two or more inputs from different directions are considered far more persuasive than a repeated input from one source.

2. Redundancy: It cannot be assumed that a message is learned in one presentation. The objective to be learned should be made again and again via different communication devices (synergy). If the message is important, time should be made for the learner to hear it, read it, eatch it, recite it, write it and do it.

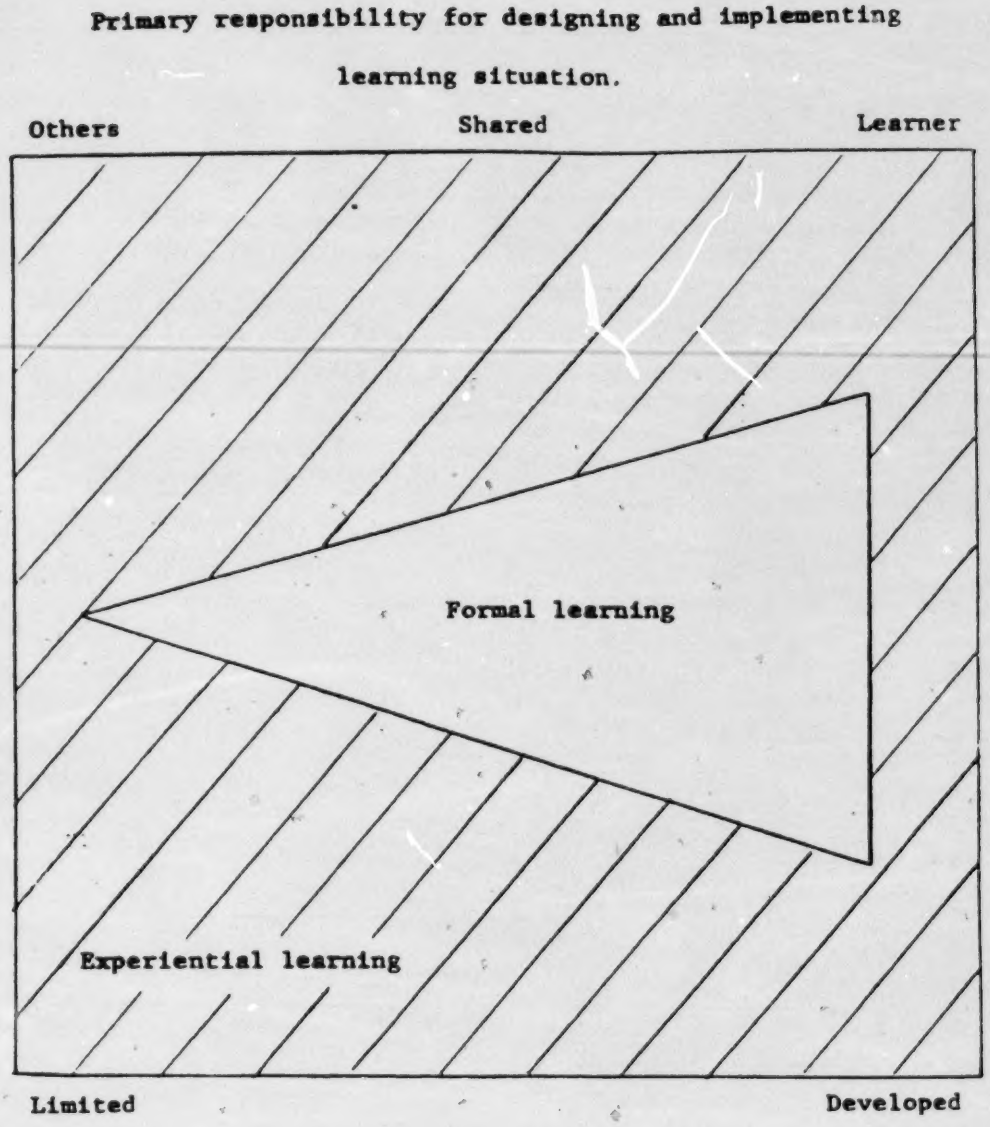


Figure 2. Learning Modalities

Evaluation and Feedback

A meaningful evaluation of specific objectives and the career education program as a whole should provide useful feedback to students regarding their accomplishments and feedback to staff regarding the effectiveness of programmatic inputs.

Determining whether students require additional inputs/experiences to accomplish a particular objective can be achieved through teacher, parent, pupil and counselor observation of the student behaviors relative to each objective. Assessment and evaluation of specific career education objectives can also be accomplished in a systematic manner using standardized procedures. Accomplishment of particular objectives indicates that the delivery process has been effective.

A systematic procedure should be used to evaluate accomplishment of the major goals described in the Individual Effectiveness Model. The chart on the following page suggests points where these evaluations should be made.

Career Education Goals	Suggested Minimal Grade Level for Evaluating Individuals Judged Ready by Student, Teachers, Parents and Counselors	Measurement Mode
1. Awareness of Self and Environment	Grade 4- *	Knowledge or comprehension: Self-description Environmental descriptions e.g., incomplete sentences, fill in blanks, etc.
2. Awareness of Self-in-environment	Grade 6- *	Information utilization: Simulation - with feedback Games
3. Values	Grade 9- *	Standardized procedures: 1) Value clarification exercise with feedback 2) Inventories
4. Planning	Grade 9- **	Locally adapted version of an instrument like Gribbons' and Lohnes' "Readiness for Career Planning"
5. Action	Periodically *** upon completion of formal schooling.	Follow-up instrument such as Rothney's; "Wisconsin Senior Survey"; "Project Talent" of U.S. Office of Education

* Measured at two-year intervals using the same instrument or a parallel form until the student leaves school.

** Measured each year using the same instrument or a parallel form until the student leaves school.

*** Follow-up should be planned for the first, third and fifth years after the student leaves the institution and at five-year intervals afterward.

A variety of systematic approaches for organizing a career education program can be developed. Below is presented one way of organizing a K-12 career education program.

AN APPROACH TO CAREER EDUCATION: THE CAREER DEVELOPMENT RESOURCE GUIDE

The Career Development Resource Guide is a tool for individualizing and highlighting the career development of students through actively involving the individual and significant others in the career education process. Essentially the guide is a "living" cumulative record, consisting of a system for classifying career-relevant information and experiences and a means for permanently recording and maintaining student access to this information. The Guide's most important feature is that it is the student's own product and responsibility.

In the early grades, input and evaluation is the shared responsibility of pupils, teachers, counselors, and parents. As students mature and gain skill in self-expression and assessment, they assume increasing responsibility for input and evaluation. The guide is periodically reviewed throughout the school years during conferences with teachers, counselors, and parents. The purpose of these reviews is to insure that significant inputs are being made at appropriate times and that the inputs are meaningful to the student.

The resource guide would be organized around the developmentally-appropriate career education objectives which have been presented. These objectives serve to guide both the student and others in seeking and providing relevant career education inputs. Maintenance of the guide on a longitudinal basis should reemphasize the importance of a planned approach to career development and more actively involve the student and family in the process. As a tangible and personalized record of individual development, the guide would serve as a vehicle for career planning.

A career guidance program can be built upon organizing and implementing the Career Development Resource Guide. If a school system wishes to implement this or any other comprehensive approach, significant others must be involved as active partners in the program. The counselor may make direct inputs into the career education program and serve as an intermediary or consultant to key people in the student's environment. The counselor performs two essential functions as a consultant in career development: (1) communicating the importance of a planned, integrated approach in such a way as to enlist the cooperation of others, and (2) instructing others in the ways they can be facilitative in the career development process of individual students.